

United States

Profits mean more efficient training

by Clive Cookson

WASHINGTON

Vocational education is big business in the United States. Public vocational colleges are estimated to have received \$900m (£400m) in federal funds and more than \$5,000m from state governments.

In addition, the growing demand for job training has created a huge private sector, consisting of an estimated 10,000 proprietary (profit-making) vocational schools.

The proprietary schools have received a lot of criticism recently for alleged abuses, in particular using slick advertising and hard-sell recruiting to attract hopelessly unsuitable students and training them for non-existent jobs.

However, a professor of education at the University of California, Los Angeles, Wellford Wilms, has just published the results of a three-year study that shows proprietary schools in a relatively good light—at least in comparison with a major component of the public sector, the community colleges.

In essence, the Wilms study, which was financed by \$180,000 in grants from the National Institute of Education, concludes that both community colleges and proprietary schools fall diametrically in their training programmes for "upper-level" jobs, such as accountant, computer programmer or electronic technician. They are more successful with "lower-level" training for secretaries, dental assistants and beauticians, but the proprietary schools do the job "far more efficiently".

Professor Wilms followed 1,576 students for 28 months after they enrolled for vocational courses at 50 public community colleges and 50 proprietary schools. He found that the students' chances of completing the programme within that period were 50 per cent greater if they were at a proprietary school.

Proprietary schools, driven by the profit motive, have a much better chance of seeing their students through to graduation than public schools. Professor Wilms said: "Even though graduation by itself seems unrelated to higher earnings, the findings demonstrate that proprietary schools can get the job done more efficiently, with their shorter, more intensive programmes."

France

Drug action is 'silent and continuous'

by Jane Jessel

PARIS

Official concern at the incidence of drug-taking and addiction among young people was demonstrated last week when two government ministers described their "continuous and silent action" against the problem.

A joint press conference was held by Mme. Monique Pelletier, Minister of Women's Affairs and of the Family, who is in charge of coordinating inter-ministerial action against drug addiction, and M. Christian Heurtel, Minister of Education.

M. Heurtel underlined that the campaign was directed "first of all, at information and prevention". Other Ministries which were co-operating in this continuous and silent action, he said, were those of Health, of Justice and of the Interior (which is in charge of the police).

They were making action on several levels, M. Heurtel said. First, in the school: college and lycée heads had set up special teams of volunteers—teachers, health or education personnel and parents—to establish regular contact with local specialists and outside bodies concerned with health and law. The intention is to be able to advise and help interested students or those in difficulty.

Secondly, at a local authority level, school heads, local authority directors and inspectors meet specialists in the problems of addiction to exchange ideas and information, so expertise can filter through to the schools through the heads.

Thirdly, meetings are held at least twice a year between local authority officials and representatives from the five ministries concerned, and drug specialists.

Finally, at a ministerial level, the Minister of Education has recently appointed Doctor Nicole Sentilles (who was present to report progress so far) to suggest possible action, encourage initiatives and advise at all the lower levels.

M. Heurtel also said he had issued a circular to education authorities encouraging the setting up of health education clubs within schools. The first ones were set up in 1977, and they inform students about such areas as pollution, alcoholism, dangers of smoking and drugs.

Zimbabwe

Minister announces start of free primary schooling

by Isabel Marlow

SALISBURY

Free primary education is to be introduced in government schools throughout Zimbabwe from this September.

The scheme, which will cost the country an extra \$214.8m (£9.9m) will also include increased tuition grants to both private and community schools and will mean a heavy burden on the (predominantly white) taxpayers.

The announcement was made by Dr Dzingirai Mutumbuka, Minister of Education and Culture, at a news conference in Salisbury last week.

Parents of children at government primary schools will no longer be required to pay tuition fees. However, the minister thought it was "not unreasonable" to expect the parents to meet ancillary charges such as boarding fees, industrial fees arising from practical subjects and general purpose fees applying to all pupils.

Dr Mutumbuka said that general purpose fees were "no innovation" and that he was impressed at how parents already supported a rich and varied programme of extra-curricular activities. "I propose to encourage parents to continue paying their children's fees both a minimum figure which must be paid and a maximum figure which may not be exceeded." These levels would be determined by the parents themselves and ratified by the Government to ensure that they are not unreasonable in relation to the socio-economic conditions prevailing in the community served by the school.

Private schools registered with the Government will have their per capita tuition grants increased on a comparable scale to those given to government schools.

Sri Lanka

Centres will help exam pupils

by B. D. Udulagama

COLOMBO

The centres will provide facilities not normally available in schools, such as audio-visual equipment and good libraries. The centres will also provide appropriate facilities for study after school hours with university lecturers and other specialist tutors.

South Africa

Industrialists urge reform as skill shortages hold back boom economy

by John Kane-Berman

JOHANNESBURG

The consequences of South Africa's neglect of black education are beginning to hit home with a vengeance as the economy enters a new phase. Mr Harry Oppenheimer, head of the country's giant mining house, Anglo-American, observed recently that shortages of skilled manpower would prove the main threat to economic growth.

And last week, in a speech to the Anglo-American shareholders, he called for equal education for all, as a precondition for economic growth.

While there are serious bottlenecks in the skilled trades, the main problem that is now surfacing is the crippling shortage of blacks with tertiary education of either academic or a technical kind.

The statistics speak for themselves. A recent government commission reported that while the proportion of whites without any form of education was only one per cent, in the case of urban blacks, the figure was 40 per cent, and in the case of rural blacks 65 per cent.

The report also noted that while a quarter of whites had completed their 12 years of schooling to matriculation, the figure for urban and rural blacks was less than one per cent.

One of the main consequences is that large numbers of blacks are educationally ill-equipped to fill many of the higher jobs that are now being opened to them for the first time as the industrial colour bar is relaxed. A large British company in South Africa is thinking of setting an in-company school to train black managers, but finds it hard to get black graduates to take the job. The company has to make up the deficiencies in their schooling.

Says the chief executive of a large American company in the chemicals sector: "Blacks can't be asked in time to meet the company's needs. They don't have the educational background to be trained. The average black school leaver has very little emphasis on basic science, which means it is very difficult to develop black chemical engineers. Another problem is that the black child has to live in a foreign language. Yet another is the poor quality of black teachers."

So serious has the problem become that some companies are

investing large sums of money in schools to bridge the gap between what the official black school system gives the child and what his future employers require.

Although the number of blacks enrolled in universities has increased from a mere 481 in 1960 to 3,364 last year, the cumulative total of blacks with university degrees is only 8,616, according to official statistics.

Yet already a senior minister has said that the country can expect to be short of 23,000 graduates this year. One research organization has commented that the proportion of blacks in tertiary education in South Africa compares unfavourably even with underdeveloped countries.

At the root of the problem lies apartheid, of course. In the first place, the fact that blacks are excluded from Parliament has meant that the national budget has allocated to white education at the expense of black.

Secondly, the Government for many years has said that blacks in the so-called "white" areas (86 per cent of the country) are eligible only for labouring jobs. An educated black population in high-level jobs has always been regarded as a political threat to the regime.

Now, however, the fact that economic growth is being held back by the skilled manpower shortage is forcing the authorities to change their approach and step up the allocation of funds for black education.

Perhaps the most important factor in compelling the Government to introduce the radical reforms needed in black education will be the demands of businessmen. One manager-director recently said that he would be prepared to have his company's taxes raised if only the Government would spend the extra money on things like black education.

A prominent black teacher leader, Mr Muzibuka, has had a three-year hanning order served on him by the South African Government.

Mr Muzibuka was secretary of the Soweto Teachers' Action Committee and an active member of the Black Consciousness movement. He was also assistant director of the South African Council for Higher Education.

The order bans him from teaching or attending social or political functions.



Malaysian students; turning their backs on Britain.

Malaysia

'Britain will be the loser'

by Teresa Ooi

SINGAPORE

To be educated in Britain has always been a costly affair for Malaysians, the largest group of overseas students in the United Kingdom. Now that tuition fees have almost trebled, many Malaysian parents who were intending to send their children to Britain for higher studies, have been forced to look elsewhere.

Alternative universities in America, Canada, Germany and France are being considered, and greater numbers of students are now knocking on the doors of universities in Singapore and Indonesia.

The Malaysian Government has already sent missions to court university administrators in the United States, Canada and West Germany so that more places will be given to government and private students. Other missions will soon leave the capital in Kuala Lumpur.

Malaysian Education Ministry officials see this break in traditional ties with Britain as an issue forced upon them. If given the choice, educationists in Malaysia would be jealously guarded by the British, educational system.

"We have no choice. Britain is pricing itself out of the world market. The Government and many Malaysians can no longer afford to send students to the United Kingdom—nor on the same scale as we used to. In terms of fees and living costs, the United Kingdom is one of the most expensive places to study," said an Education Ministry official.

Among extremists there is a burning feeling of resentment against the increased fees. They interpret Britain's hard-line policy on overseas students as a deliberate move to keep out students from developing countries from studying there, and vehemently claim that Britain, as a former colonial master, has a moral obligation to open and not shut educational doors to Malaysians, 37,000 of whom are at present studying in the United Kingdom.

Going overseas has always provided that safety valve for a non-Malay student who is unable to get a place in a local university. Over the years, an increasing number of students have been going to Britain. In 1975, there were 10,189 students studying in the United Kingdom.

Malaysia sends more students to Britain than does any other country. The impact of raised fees has meant bitterness, racial tensions, and a search for new study links

This climbed to 12,858 in 1978, and 17,000 last year. About three quarters of these students are non-Malays.

Britain's iron stand on full-cost fees has left many non-Malay students in a dilemma. This has led to a build up of pressure at home where they have been agitating for more places in the five local universities.

A recent move to get a Chinese language university started in Malaysia was rejected by the Government on the grounds that it conflicted with the national policy of promoting Malay as the language of instruction.

At best, the five universities will be gradually expanding to absorb more students. This year, 5,500 new students will be accepted, an increase of 500 compared with last year's intake.

Chinese and Indian students are unhappy. They are making a noise because the full tuition fees have virtually cut off an alternative avenue of higher education for them. But the Government will deal with this situation—we are confident of getting more places in other universities, especially in the United States," the Education Ministry official said.

But the Malaysian educational system is weighted against the non-Malay community. Not only is Malay the medium of instruction, it is also government policy to accept more Malays into the universities. This has served to widen the chasm between the different races. Today, the racial mix at the five universities stands at 69-10 in favour of the Malays, and it is not uncommon to find a Chinese student with better grades being denied a seat in favour of a Malay student with poorer results.

Although this is changing, non-

Malays will have to wait another five years or so before the university population will accurately reflect the racial composition and a 50-50 mix will be the norm.

The Malaysian Government is particularly peeved that Britain considers some foreign students less foreign than others, and that students from the European Economic Community will be charged the same fees as British students.

A spokesman for the British High Commission in Singapore defended this by saying: "Britain's political and economic future lies with the EEC, so we have to accept the whole package deal. If we are committed to the EEC then somewhere along the line, something has to give."

But he insisted the increased fees are not that drastic. "It's a calculated risk. If Britain can say that despite a 125 per cent increase in fees, foreign students would still come to the United Kingdom, then the Thatcher Government would have pulled off a great political coup."

But Malaysian authorities argue that British universities will be the losers in the long run. "An official questioned whether the £160m saved as subsidy for foreign students will more than compensate the adverse effect of goodwill Britain will lose in her relations with her old allies in the Commonwealth and the Third World."

For this academic year at least, Malaysia cannot write off Britain from its priority list of overseas universities.

For rich parents, the indications are that the higher fees will make little immediate difference to their decision to send their children to Britain for the high standard of education they expect.

On the part of the Government, students will continue to be sent, but numbers will diminish.

However, the official warned that the consequences of the increased fees will have a long-term effect cumulative over the years. He suspects that British universities will see declining applications.

"If it costs £2,000 for a three-year course in Australia and £3,000 in Britain, what choice can be made?" he asked.

Arrangements have already been made for 50 scholars to attend a crash course in German before they leave for Germany, on government funds next year. "This will gradually be extended to France and other universities where the medium of instruction is not English," added the official.

Sarah Bartlett on the impact on education of Jamaica's collapsing economy

IMF lid clamped on social spending

Jamaican Prime Minister Michael Manley and the People's National Party (PNP) have derived much of their popular support from their pledge to improve radically the quality of life of the island's poor.

The educational system was identified as one key area for reform, if their overall objectives were to be achieved.

When Mr Manley became Prime Minister in 1972, his Government inherited an educational structure which, like so many other post-colonial societies, was geared to providing training for the few to reach professional status. Only 35 per cent of the country's population was literate, and only 10 per cent of the school population went on to the secondary level.

Primary and secondary education was immediately made free to all Jamaicans as a means of reducing inequality, increasing participation in the society, and because one PNP tenet is that education is a public contribution much more to productivity and the development process.

The reforms were not without problems, but serious attempts were made to improve the standard of primary education, to teach skills which were relevant to Jamaica's particular needs, and to develop the country's rich cultural heritage.

In addition, funds were set aside to provide better facilities for the

rural areas. Needless to say, expanding the educational system in these ways led to increases in the Ministry of Education's budget.

However, since 1976 Jamaica's dependent economy has suffered badly from a combination of factors: world recession, Opec price rises, global inflation, and internal political problems.

Jamaica was rebuffed by the commercial banks, and turned to the International Monetary Fund in 1977 for financial assistance. Foreign exchange reserves were so low that imports of basic foods and spare parts could not be paid for.

But the conditions the IMF extracted in exchange for its loans have imposed a heavy burden on a society committed to social change. In particular, the Fund's insistence that public spending be substantially reduced has proved difficult to reconcile with the PNP's planned social programmes.

Education has not escaped from the cuts. Measures demanded by the IMF and the necessary budget cuts in the education budget. The 1979-80 budget alone saw a reduction of 12 per cent in real terms.

In an interview in Jamaica in October 1979, Mr John Horton of the National Union of Democratic Teachers outlined the effects the cuts were having. He claimed that many of the schools could not be maintained, and in some cases conditions were so poor that schools had to be closed down.

In the rural areas, in particular, schools which were in mid-construction had to be left unfinished and were unable to be used. Many classrooms lacked chairs and desks, and there were desperate shortages of basic materials such as books, paper and writing tools.

In addition, many of the schools in rural areas had initiated two shifts (one in the morning, one in the afternoon and early evening) in order to accommodate the growing number of students. To conform to the credit limits placed on the ministry, the second shift has had to be abandoned in many instances, forcing the decision either to reduce student intake or increase the already stretched student ratio.

This dilemma has been at the forefront of public debate. For example, when the Ministry of Education proposed to reduce the September 1979 high school intake, public opposition was so strong that it dropped the idea. Instead, in order to conform to the necessary budget constraints, it reduced the number of temporary teachers it employed to help alleviate staff shortages. Such a decision was obviously no more satisfactory but met a less vocal opposition.

The budget requirements have had other effects as well. There has been a serious "brain drain" of teachers, particularly to the United States. The sad irony is that the initial flow of teachers who left in opposition to the PNP's policies is

now swelled with those who are leaving demoralized at the PNP's apparent reversal of policy.

Even the PNP's prized literacy programme, known as JAMAL, has recently been put on a budget-cutting exercise. JAMAL has taught 150,000 people to read and write, an achievement of which the Government is very proud, and which has also gained it much political mileage.

The PNP government cut-off for the negotiations with the IMF in February of this year, arguing that the country's economic policy was not to be growth or commercial bank lending, but that the necessary Government intervention in a political position contradictory to its stated policy.

A decision has been called for by the PNP to PNP victory in early autumn 1980. A PNP victory would probably mean a realignment of "education for all" in Jamaica, as a priority, was reinforced by the wage increase given to teachers in April.

However, present polls point to a victory for the opposition Jamaica Labour Party, a right-wing, anti-communist, "Pseudo-Aristocrat" of development for the country.

In this event, one could expect to see the responsibility for education returned to the private sector, and stress laid on a traditional concept of education.

Weaknesses in literacy scheme have led to poor results

by A. S. Abraham

BOMBAY

A major national programme to educate adults has had results which, though limited in scale, are sufficient to generate confidence in its future.

But it has several serious weaknesses which, if not remedied through the introduction of radical changes, may prevent it from achieving its objectives.

This is the cautiously optimistic conclusion of a nine-member committee appointed by the federal government in October of the present Congress Government (led by Mrs Indira Gandhi) to look into the literacy programme.

Among the weaknesses pinpointed by the committee are:

- The failure to integrate adult education with development projects.
- As a result, literacy programmes have been overemphasized, and the concept of literacy itself has not been actively spread.
- The programme comprises three parts—literacy, (including numeracy), skill training, and awareness.
- Literacy training, which has been almost completely neglected in most programme workers are

unclear about what it is and what they are supposed to do.

- Science and environmental concepts, as applied to local conditions have been ignored.
- At least five states—Assam, Meghalaya and Orissa in the east, Madhya Pradesh in the Hindi heartland and Himachal Pradesh in the far north—have disregarded the programme and have continued to run old-style literacy programmes based on outdated concepts.
- Learning materials have been prepared for entire language groups without differentiation, except that separate materials have been designed for men and women.
- In many states, local staff have been chosen according to seniority instead of voluntary agencies, on the basis of their own local knowledge.
- Funds to the programme depend heavily, as well as to protect literacy, have been held up in the pipeline for too long. The delay in payment of literacy teachers' salaries has caused a loss of morale and a drop in the quality of the programme.
- Shortly after he took office, the present federal Education Minister, Mr B. Shankaranand, said that he would decide on a review of the literacy programme. His ministry is now studying the report.

Australia

Defence university plan gets marching orders

by Bill Purvis

SYDNEY

The Australian Government is to go ahead with a controversial plan for a new military academy to cater for all three defence forces. This is a compromise move by the Government which had hoped to set up an autonomous defence university.

However, opposition to this proposal was so strong that it has now settled for an academy which will function as a college of the University of New South Wales.

The estimated cost of the scheme is \$A63m (£30m) plus \$A33m in annual running costs. Mr Jim Killian, the Minister of Defence, rejected criticism that a defence university was a contradiction in terms. He said he saw no conflict between the concept of academic freedom and the principal of military discipline co-existing in an autonomous university.

There has been a lot of criticism of another academic institution opened recently—the Australian Maritime College, in northern Tasmania. Mr

Minister of Education, Mr John Gorton, said the college was a "step forward" in the history of education in Australia. The college provides training in all aspects of maritime and fishing operations.

What sort of schooling? The future is uncertain for this small boy in a slum area of Western Kingston.

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"Do you mean joined-up writing?"

Can creative writing be taught? Does it help children to have a professional writer on hand?

Jack Winter recalls some of the problems that

arose during his spell as writer-in-residence in a comprehensive school

You're employed in a school for ten months. You're not a member of a school's department. You're not assigned a teaching schedule nor a curriculum nor a classroom nor any students. There is no formal means of evaluating or perceiving the results of your work. And, in any case, your subject can't be taught.

The nightmare of the student-teacher? The daydream of the entrenched awar-ing superannuation? No! The reality of the C. Day Lewis Fellow.

On the premise that the students were aware that their school contained desks, teachers, inventories and other educational devices, but that they could not assume the presence of a professional writer, I spent the first phase of my appointment introducing myself as a resident facility. For two full weeks I addressed all English classes in all grades, thereby showing my face to every one of 1,400 students. Then I left to set up an office, to rest my throat, and to contemplate the occasion when one of my more esoteric introductory harangues had been absorbed by the 11-year-old blue-eyed question: "Please, Sir, do you mean joined-up writing?"

During the ensuing months, of the students who voluntarily booked initial appointments, some brought along old Eng Lit essays, others old gossip and complaints, most nothing but a vivid curiosity about what could possibly be going on down in the English department store-room. With those people I pretty much carried on where I had left off in my introductory talks.

I tried to show them that no subject in the world is inherently more boring or less. I tried to show them that while I could not teach them to write, I could help them learn how to analyse a subject so as to be able to see it as if for the first time and, hence, to be able to write about it. With others I exercised the same method of analysis by performing it with them on pieces of original writing—those when it was forthcoming, mine when there was not, published material when we were fed up with theirs and mine.

I found that working in small groups guaranteed a multiplicity of views, and tempered healthy malicousness with the certainty that one's own writing soon would be scrutinized by the same writer whose work one was now tempted to laud. I tried my best to overlook exorcising penmanship, opaque slang, and accurate personal decorum in order to unearth a fundamental imaginative competence, and to build on that.

The work overlapped that of the English Department, in that both emphasized the general appreciation of literary values. But my work with the students necessarily de-emphasized and sometimes ignored such important matters as linguistic and grammatical literacy, to say nothing of intelligence and sociability.

In fact, I suffered from my own missionary predilection, suspecting myself of preferring to work with the least resistant students. (I tended to overcompensate by devoting more attention to the famous bad-tempered than to the famous good-tempered. Most of them resisted my proselytizing with good humour.) At the end of these office sessions some of the students seemed to feel better than when they had entered. A surprising number came back for more.

During the first half-term, several students were booking office appointments with me on a regular basis. Some were more interested in creative writing than others, and a few were quite good at it. I made a selection of about two dozen of these people, and invited them to a lunchtime meeting, where we discussed the setting up of a workshop for writers. Their response was enthusiastic ("Oi! I still think he's a teacher, but what the hell!") Word of mouth soon increased their number, to the point where meetings during both lunchtime periods of the two

days per week I was at the school became justified. The advantage of this "Writers' Workshop" (our democratically selected self-aggrandisement) seemed to me considerable.

Those students who wanted to meet with me frequently now did not need to be excused from an exorbitant number of regular English classes. Those who were especially interested in creative writing apparently found increased incentive (and a little snobbish pride) in belonging to a group of similarly inclined mates. Some specific outlets for their best work could develop as a result of their collective efforts, though they and I hoped to resist such projects as an embossed hand-illuminated folio anthology in limitless edition, however good for business. And I found it fun to deal with an informal gang which came together regardless of chronological age, intellectual disposition, social dispensation, and many of the other criteria which often measure achievement and define friendships in school.

All was not, however, an onward-and-upward saga of liberal pedagogy and enlightened arts administration. Because the work I was doing had no official location in the academic structure, I had expected it to take second place to crowded time-tables and demanding curricula. What I did not expect was the resistance of some teachers to that work. Nor did I anticipate that this opposition would emanate from among members of that particular department with which I was most closely associated.

During the autumn term I had noticed the reluctance of English teachers to send their students to me. This disinclination, particularly frustrating during the official first months of my residency, continued in the spring and summer terms, and was not confined to the weeks which followed holidays and those which preceded examinations. I persistently tried to rectify the situation by sending memoranda of my underbooked periods each day to all members of the department, and by personally urging the most reluctant of my colleagues to avail their students of my services.

Though I considered academic lecturing peripheral to my main tasks as writer-in-residence, I solicited lectures to the classes of specific members of the department, and asked those teachers to attend those lessons so that they would be able to watch me at work. I made sure that members of the department saw pieces of writing produced by their students with my assistance. I invited several English teachers to sessions of the Writers' Workshop.

Despite my various naggings, out of a department of thirteen teachers, two sent students to me on a fairly regular basis, three sent students every once in a while, eight sent no students at all at any time during the entire academic year. I could not be sure whether this recalcitrance was due to personal antipathies or professional resentments, or whether it was caused by pressures within the department which predated my arrival. Apparently it had little to do with the value of my work, since few English teachers availed themselves of the many opportunities I offered them to witness it, and only one expressed to me any reservations regarding it.

As activity within the Writers' Workshop intensified, the students and I decided that the work we were producing together warranted outward more public than our own meetings. Four matters were decided upon: the publication by the English department of a collection of student writing; a dramatized concert-reading; a series of broadsheets, each of which would contain the work of an individual and appropriate art work by a fellow student; and an illustrated slide-show of the broadsheet material.

Over an otherwise unremarkable cup of coffee the head of the English department attempted to veto the entire project. She observed that two of the twenty-four broadsheet poems contained a "rule" word ("orgasm"), and that the publica-

tion of this word would disturb parents, in particular those of Greek, black, and "other immigrant" children, and would annoy "conservative" teachers and educational "powers" especially one unnamed member of a board of governors.

She predicted that the resulting unpleasantness would imperil the "freedom" of the English department and the "credibility" of future writers-in-residence. She went on to forbid any future publication or recital of three other pieces of student literature: the dramatic monologue of a fictional delinquent containing several "rule" words; a prose extract from the diary of a student recalling the circumstances of a day on which she had been expelled from school; and a whimsical poem satirising a fictional teacher of English.

Her verdict was unimpaired by the fact that she had neither heard the first two recited in their context of the dramatized reading of eighty-nine companion pieces, nor had ever heard or read the third. She also said many things about her support of my "work with the students", her admiration of the writing they were producing, and how her current attitude was in support of both of "freedom"—but I did not understand that portion of her argument.

The English department publication never did appear. Unamended, the concert, the broadsheets, and the slide-show were scheduled to be produced together on the evening of Friday, July 13, defying, among other things, augury.

A final experience occurred in the last days of my tenure. In order to fill out the evening which featured the 45-minute concert-recital and the 30-minute slide-show, I had performed a short reading from my own work, the last item of which was a report of my year's residency. I wanted the audience of parents and students to know what aims and under what conditions the events they had witnessed had been created.

Included, of course, was my account of that contentious meeting with the Head of English, despite which the evening had taken place. I thought it particularly important that the participating students learn that it was possible to oppose censorship and that they and their excellent work had already done just that.

When I arrived at the school four days later to complete my schedule of work and conclude my residency, I was met with a collective staff room, during the course of which I was alternately: ordered "off the premises" (the head of English); told that I could stay and complete the appointments of my final day but "not enter the staff-room" (the deputy head); removed from my office to a remote attic room so that a new member of the English department on a tour of the school would not "encounter" me; and policed in my last session with the Writers' Workshop by an English teacher dispatched to prevent my "inciting the pupils".

For the first time that year I felt an emotion I had not expected: the C. Day Lewis Fellowship to engender negative nostalgia for the bitterest hours of my own schooling. I suppose it constituted the final bond between me and my students.

I do not believe that creative writing can be taught. I do believe that the conditions within which it takes place can be created. It is my impression that some of my colleagues in the English department considered that, somehow, the practice of literature is something that can be taught, that they should be teaching it, that I was teaching it, and that my enterprise thereby implied an insufficiency in theirs. After a year in their midst I do not believe I had any success in altering their views.

Jack Winter is now writer in residence at Great Cornard Upper School, Suffolk.

'Vaguely ordinary people'

The Tower Hamlets Arts Project has attempted to foster the arts

from within a community.

Graham Wade reports

Tower Hamlets Arts Project (THAP) began in 1976 in the socially and economically depressed East London borough as a result of a protest movement.

The Greater London Arts Association proposed to spend a £10,000 grant from a television company on putting up posters of paintings on commercial hoarding sites throughout London. The proposal was seen as patronizing; GLAA had not consulted local people about how they wanted the money spent. The scheme was officially known as Eyesites: locally it was referred to as Eyesores.

After considerable public pressure the association climbed down from its original scheme, and ran a competition for London boroughs to decide which one should have the cash. Tower Hamlets came out the winner, and THAP was born. The project was conceived as revolving around community arts—arts which included as many people as possible. The aim was to develop existing initiatives in the borough, as well as stimulating new ones.

Eventually, after extensive public debate, it was decided to give £1,000 to each of seven artistic areas—dance, music, writing, publishing, film and video, photography and mural painting. The rest of the grant was to be spent on mounting a huge, month-long exhibition at the Whitechapel Art Gallery, as a shop-window for all community arts activity in the borough. This happened at the end of 1976, and was called THAP's Big Show.

It created a tremendous response in the locality, especially from children, who flocked to the gallery to participate in the workshops taking place there. Literally, there was something to interest everyone. But with the staging of the Big Show, the grant money came to an end, and it was necessary for THAP to work out new directions and a programme for survival.

After another round of public debate, a way forward was agreed. A THAP base was to be set up in the form of a community bookshop and publishing project. Financed was to be sought from the local authority, regional arts association and Arts Council, all of which have contributed the vast bulk of THAP's costs from that day to this. Although the project has never far away from some sort of financial crisis, it now employs 11 full-time staff on a gross wage of £70 a week. Everyone gets paid the same, and decisions are made collectively.

Alice Brett, one of THAP's workers, explained that a good proportion of the project's activities are directed at schools and other parts of the education system. However, she pointed out that, "Our aims in relation to schools don't vary from those in relation to people generally. One important level we work on is the idea of access. Children growing up in the East End aren't ordinarily given opportunities to be creative."

"They don't go to the theatre, partly because there aren't any, and partly because there's a stigma which says that culture is middle class. We're not trying to make that middle class culture automatically accessible—there is an element of that—but there's a much stronger one which explains that: that's not the only type of culture. There's your own culture which you can make for yourself. It's a help to do with ideas of community self-help and making skills more widely accessible."

The attitude of schools towards THAP has varied immensely. Some have been welcoming, others have turned a cold shoulder. Much of the directly related school work has been in the promotion of books and reading, and drama of various types. One THAP worker spends time liaising with local schools, encouraging them to run bookstalls. This has proved very successful in some primary schools, but has not been received as enthusiastically at secondary level.

The THAP bookshop—which has just moved premises from its old redevelopment site in Watney Street E1 to a new

features

shop in the Whitechapel Road, opposite Whitechapel underground station—sells more children's books than any other category. Close behind come local books. Mothers often come in to buy books for their children, and become interested in those on local topics.

Some of the local books are published by community groups—Centerprise, Stepney Books, Spitalfields Books and THAP itself—while others originate on commercial presses. The shop's bestseller of all time—and still going strong—is Bill Fishman's *The Streets of East London*. THAP publishing project has already brought out *Poems* by Patrick Fitzgerald and has another three—*No Dawn in Poplar*, *Sparring for Luck* and *All Stations in Poplar*—about to appear.

Because THAP is such a sprawling body it is difficult to do justice to its many facets. However, one person's involvement with it gives some idea of how it has developed.

Leslie Mildner, now 22 and one of the full-time workers, became involved having spent a couple of years as a member of the Basement Writers, a local group started by Chris Searle, a teacher, in 1973. Just before THAP began Leslie had a book published by Centerprise, which he wrote with Bill House, called *The Gates*.

Since joining THAP as a paid worker in 1978, he has mainly worked in the bookshop, organizing a writers' group and developing a writers' performance group called Controlled Attack. He has visited several schools to talk about and read his work. "We go into classes and say that we are vaguely ordinary people, who write our own material and then publish it. We explain about the workers' movement and how ordinary people can take control of their own writing. Then we read our stuff and get out some sketches."

From this loose format of visiting schools, he and other THAP workers have developed Controlled Attack. The name was chosen so that people would remember it, and also because it meant something. The attack, in Leslie's words, was on "schools, the National Front, Conservatism, patronising attitudes, trends, journalism—and things like that."

Other presentations in schools included performances of a poem by another local young writer, Alan Gibbey, about the journey of a 67 bus from Wapping to Stoke Newington, using projected slides and sketches. Controlled Attack's current production is called "A Secondary Education," which takes five lessons in a single day, each representing a year of school. Attention is focused on topics such as bullying, truancy and distant teachers.

The extensive research undertaken for the drama has led to a slightly different conclusion to the one the authors thought they would finish up with. Although Leslie's own experience of school was an unhappy one—he finished up labelled a school phobic—he and the other two members of the group concluded that "the whole educational device is not specially planned to destroy people's minds and take away their individuality."

He concluded: "That's what happens in practice—life effect is soulless—but it comes from carelessness and inefficiency. Some teachers are quite well-meaning, some aren't—it's all confusion. But some of it is a conspiracy, like examinations, which are there to stop mostly working-class people moving up society. Did he use any solution to the problem? It's very difficult, but I'd like to see something like a free school system. If you had an idyllic A. S. Neill-type school in East London, what would that do? The kids would come out of it into a very harsh, unfair world. That's where I see a solution, but it wouldn't be easy."

THAP has given a handful of local youngsters the chance to become real writers, poets, artists and so on, its efforts to foster art from within a community, rather than import it from outside, are also commendable, but for every new community artist there are hundreds and thousands of school-leavers signing on for the dole. Leslie Mildner believes it is possible for other working-class youngsters to follow in his footsteps. But he does admit that any who want to "are in for a hard time and they don't stand much chance."

The THAP bookshop and office is at 178 Whitechapel Road, London, E1, telephone 01-247 0216.



Photographs by Michael Abramson



A mural in Chicksand Street by Ray Walker
one of the more vivid products of the Tower Hamlets Project

arts

Fanfare for a tenth birthday

Hilary Finch and Andrew Pegg at the National Festival of Music for Youth

The Festival got off to a somewhat inauspicious start with the Wind Band Class on Thursday morning. Of the nine entries, none really stood out, and it was only the performance award, in fact it went to Surrey County Wind Orchestra, more for enterprise in commissioning a new work (Stephen Dodgson's *Stanzas*) and courage in attempting to come to terms with it, than for any real display of virtuosity. High Wycombe's Concert Band seemed a better candidate: smaller, well balanced, rhythmically precise and producing some highly original effects. In Stuart Stirling's *A Windy Day*, the Recorder Class seemed similarly uninspiring, it was only because the overall standard was more consistently high this year, and choice of repertoire reflected a more serious approach to the medium. Arrangements were almost totally absent and those that did appear were musically appropriate, such as Tressan's musical-box-like version of Schubert's *March Militaire*. Ruvenescence, from 'Primer' had well-deserved award for its stylish and imaginative selection of renaissance dances (a junior group of some 30 players), while Danesholme, a quartet from Carby deserves mention for its enchanting Purcell—no small thanks to a diminutive but precise and authoritative leader.

The class for Senior Instrumental Ensembles is becoming something of a backwater. Serious and more ambitious groups enter the Chamber Music Class and those that remain are by implication not quite good enough, or numerically too large. Jenny's Accordionists and the Culps Percussion Ensemble (both very much in the latter category) are old stagers and consistent award winners. The rest consisted of wind and brass ensembles, a solitary string quartet and three steel bands. These latter seem to have exposed a weakness in the adjudication panel, whose judgment appeared to have been clouded by a brass and not totally musical band from Rugby, in preference to the more sensitive and less pretentious offerings of the other two, from London and Birmingham.

In the Arnhem Gallery, the new Electronic Keyboard Class took up most of Thursday afternoon. Run as a workshop, it introduced six ensembles working in various styles from purely tonal to non-tonal and concrete. Award winners Nark Park School, Burslem, included vocalizing and percussion to good effect. One of the longest days of the Festival, 12 hours of almost non-stop music-making began on Friday morning with nine brass bands playing music from Susato to Wagner and Mahler. There was on the whole a lack of excitement, penance and real performance in this class, but we enjoyed the small Bideford School Band's careful rhythmic and dynamic control and Northampton's Youth Band's enthusiastic *Vivat Regina* of William Mathias.

Geoffrey Brand's comments, as chairman of the adjudicating panel, should be praised (with Derek Jewell's in the Jazz Class) as some of the most helpful and digestible of the entire Festival. It must be said that the performance of these adults varies as much as that of the young musicians; their job, at a Festival like this, whose purpose is to share, compare and advise in musical matters more than to compete, requires both flair and sensitivity. The failure to perform, to project the music with real, uninhibited enthusiasm (even when nerves and the size of the hall are taken into account) was shared by and large by the afternoon's Vocal and Instrumental Ensembles. The King's Glen Music Makers from Greenock (average age 11) were an exception, with their bold, direct performance, with out conductor, of pieces written and arranged by themselves. This class also showed how vocal training helps appallingly behind instrumental training, in most schools—except, that is, at the elite Slush Farm College, Southamption, where Cynthia Jolly is training girls like Jeanette Chalk and Julia Nielsen, who sang Purcell's 'Elegy upon the Death of Queen Mary' with great stamina and musicality.

It's a pity that so little music is played with the dedication and excitement of the big bands and jazz groups, whose class became this year, for the first time, a full-length and highly successful concert in the evening of 'Jazz at the Fairfield'. For once the still somewhat uneasy mixture of concert and competition atmosphere vanished. From Andy Spence's Band, formed and led with mature showmanship by the 16-year-old Andy, to the massive range of Stockport Schools' bands, which the still somewhat uneasy mixture of concert and competition atmosphere vanished. From Andy Spence's Band, formed and led with mature showmanship by the 16-year-old Andy, to the massive range of Stockport Schools' bands, which the still somewhat uneasy mixture of concert and competition atmosphere vanished. From Andy Spence's Band, formed and led with mature showmanship by the 16-year-old Andy, to the massive range of Stockport Schools' bands, which the still somewhat uneasy mixture of concert and competition atmosphere vanished.

Baubles

Michael Clarke

British Art 1940-80. The Arts Council Collection. The Hayward Gallery until August 10.

What are Alan Davis and Patrick Proctor doing now? Like a family reunion, the Arts Council Collection not only brings together artists frequently seen with those now almost forgotten, but stimulates recollections of those long since dead. The title is not accurate; several works were produced many years before 1940 and—Sikorski's magnificent 'Head of a Woman', is one of the best pieces in the show. The collection of British art during the last one hundred years is pinpointed in the paintings of Ben Nicholson's father, William, an exhibition of whose work is on at the Fitzwilliam Museum, Cambridge, until August 25. The innovative potential which Nicholson's graphics revealed in the 1930s still looks like a brief and detachable aspect of his work as a whole. It was already, long before Matisse or the Cubists, cutting and pasting coloured papers to create the bold and brilliant posters of the now famous Begganstaff Brothers and independently designing the equally economic illustrations for several books published by William Heinemann. Little, however, of this creative energy was ever to pass into his painting.



One of the recurrent limitations of British art during the last one hundred years is pinpointed in the paintings of Ben Nicholson's father, William, an exhibition of whose work is on at the Fitzwilliam Museum, Cambridge, until August 25. The innovative potential which Nicholson's graphics revealed in the 1930s still looks like a brief and detachable aspect of his work as a whole. It was already, long before Matisse or the Cubists, cutting and pasting coloured papers to create the bold and brilliant posters of the now famous Begganstaff Brothers and independently designing the equally economic illustrations for several books published by William Heinemann. Little, however, of this creative energy was ever to pass into his painting.

Whistler, in the evidence of the prints alone, had recommended Nicholson to Heinemann and one can see why. But if the ghost of Whistler's influence hovered over the Nicholson's paintings for a long time, the American's attempt at being painting, closer to the abstract purity of music was never taken up by the Englishman. Neither was the Matisse-like condensation of imagery hinted at in the posters. What is lacking in Nicholson's career as a painter is any sense of ambition. Intelligence, charm and technical facility ensure attraction but the appeal remains on the surface. Museum and Art Gallery, Stoke-on-Trent, September 6 to October 4.

City Art Gallery, Bristol, October 18 to November 22. Cartwright Hall, Bradford, December 6 to January 17.

The Arts Council has not always bought wisely but it cannot be blamed for what was on offer. The responsibility for that lies elsewhere.

The Arts Council has not always bought wisely but it cannot be blamed for what was on offer. The responsibility for that lies elsewhere.

Notoglyphs

Modern Rhythmic Notation. By Gardner Read. Gollancz £7.50. The Music of Alexander Goehr. Edited by Bayan Northcott. Schott £5.95.

The whole dev... of Western music has depended... 'ance' in its notation, and yet, despite its use of notation, it remains a musical scribble's dream. As far as ever from a system that is logical and sufficient. Gardner Read has already provided a basic practical manual for the confused in his *Music Notation* (1974). Now, in *Modern Rhythmic Notation*, he has provided a more comprehensive and practical manual for the confused in his *Music Notation* (1974). Now, in *Modern Rhythmic Notation*, he has provided a more comprehensive and practical manual for the confused in his *Music Notation* (1974).

Finally, all that is needed to assert a positive pride in refusing to consider options, problems and alternatives is to employ the horrible expression, 'no way'. Shall I now consider the accumulative effect of such idioms? No way could I handle that hassle.

Alasdair Brown

Jonathan Croall

Man who knew everything

Sage: A Life of J. D. Bernal. By M. Goldsmith. Hutchinson £8.95, 09 139550 X. The Visible College. By G. Wersky. Allen Lane £12.50, 7139 0826 Z.

Sage was the name given the young J. D. Bernal by his friends at Cambridge because of his wide erudition. Perutz has written that 'we really did call him Sage because he knew everything'.

Bernal's fascinating personality as a scientist, politician, thinker and wartime adviser to the government, is the subject of Mr Goldsmith's book and part subject of Mr Wersky's, whose 'Visible College' also comprises J. B. S. Haldane, Lancelot Hogben, Hyman Levy and Joseph Neuchman. Indeed, in this account Bernal emerges as perhaps the most important member of the group, it is that it was his thinking in the twenties and thirties that had J. D. Bernal's influence on the world of science and the world of letters.

Given the variety of contributors, the book maintains a remarkable consistency of style and treatment. What comes across is the great range of work and pressures which senior officers, in particular, face. This has implications at a time when the work of public servants, and especially of those in the public service, is under such intense scrutiny. It is no easy task to plan for a contracting then for an expanding service: decisions in a time of contraction will often have far-reaching and catastrophic effects on the lives of individual people. An administrative force under such intense scrutiny is in danger of producing ill-considered solutions, of cutting corners on quality, of becoming prematurely preoccupied with the number of administrative staff, and of neglecting the quality of the work itself. There are some disappointments in the book's clear structure, as it does not seem to draw on the existing literature and research in the field of public administration.

Communities

Alternative Communities in Nineteenth Century England. By Dennis Hardy. Longman £5.95, 582 50216 0.

'Communities' here means small settlements, and 'alternative' means being based on an ideology opposed to the established order. They come in four types: utopian, agrarian, sectarian and anarchist, and Mr Hardy has provided the only comparative account of their history, organization, leaders and ideas of most of them. None of them 'managed' to exist very long, and none of them have been a continuing challenge to the development of industrial capitalism and new examples have since 'appeared ever since'.

John Messenger

John Messenger

A kaleidoscope of issues

Educational Administration. Written by members of the Society of Education Officers, and edited by Kenneth Brooksbank. Councils and Education Press, London, £6.95.

This book, which has been written by 16 senior educational administrators (many of whom are now in the ranks of senior officers), is a collection of essays on a wide range of issues in educational administration. It is a collection of essays on a wide range of issues in educational administration. It is a collection of essays on a wide range of issues in educational administration.

John Messenger

John Messenger

Understanding Industry

Julie Baddeley, Associate Adviser, The Industrial Society

Published in association with the Industrial Society, this book sets out to capture and hold the interest of sixth formers in the workings of industry and the issues which surround it. It first explains the functions of the various departments within a company and goes on to discuss more general topics, such as the role of industry in society, industrial relations and employee participation.

Provides a wide range of case studies, role plays, business games and ideas for discussion designed to make the teacher free to choose the material best suited to the needs of his particular class. Free registers, guide available.

146 pages 240 x 160 mm 0 408 10861 1 £2.50 US \$5.75 non-pat.

Write to the publishers for an inspection copy.

Butterworths

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Ron Freethy

Biology for Schools and Colleges is, I think, a little less successful in achieving its objectives, and at £7.50 seems a bit overpriced. The blurb says that it covers the subjects of biology and its application to the environment, and it does so thoroughly, it also investigates the applied and environmental facets which are of increasing importance in the understanding of the subject. But it does not cover the subjects of ecology and evolution as thoroughly and sometimes the brevity of treatment can lead to some confusion; the chapter on genetics for example is very disjointed. Other chapters, however, such as those on homeostasis and sensitivity and co-ordination. The book splendidly achieves its objectives with regard to applied and environmental facets and the subjects of ecology, pest control and population, and resources are all fine examples of concise writing whilst maintaining readable, and, at times, interesting writing. Short appendices on toxicological chemicals and physical terms and

chapter. Although initially that as four authors had been responsible for the text, differences in standards and approach would result in an inevitable discontinuity but in fact the whole is a well-proportioned, smoothly put together joint work. Some chapters are of special merit, especially those dealing with the theory of continental drift, birds, and mammalian trophic ecology. The final chapter, dealing with the evolution of man and goes on to review our effect on other forms of life. The authors avoid the pitfall of overdraining the pot of knowledge by presenting a case and leaves the reader with a profound feeling of optimism. All who read this book, a real bargain for the price, will be wiser, better informed, and will be able to recommend it not only to the student of natural science, but also to the lay-reader wishing to know more about the advanced forms of animal life.

Entertaining, informative and deservedly popular, titles in Althea's Nature Series (Dinosaur) are now available in hardback (£1.85) as well as paper (60p). Good grounding in biology for juniors.

Both Brenda, the sixteen-year-old heroine of *Come Down The Mountain*, and the broken down racehorse she succours might be termed "outsiders". Brenda is nicknamed "Fatso" by her schoolmates, and there is a very well-drawn and convincing picture of the love-hate relationship between her and the empty-headed, "fashion-conscious" bitch Eve, her so-called pal who shares the ride on the bus from their Dartmoor village to the High School. Twice a day the school bus passes a field on the moorland hill where an old racehorse is put out to graze.

Vian Smith's knowledge of horses and the people who handle them is first class. His style is taut and economical. He manages to say a great deal in as few words as possible, and nowhere is this better shown than in one of the final scenes of *The Lord Mayor's Show*, where Danny and Andrew talk about the boy's future as a jockey in partnership with the problem horse. It is a very effective and strangely moving piece of writing.

In the short space of about 13 pages the author has produced most comprehensive survey, which while not to be classified as light reading, is well worth including in any school or college library for A level studies or for higher level

Peter J. Baron

In paperback, *Invertebrate Animals* is good value, but one wonders if the hardback version is a justifiable purchase, at three times the price? As a successor

Protocols is likely to be of interest to that small band of individuals who study geology of plants, to the larger numbers of students who pursue the subject at university, and less so to biologists. The 15 chapters are arranged in a systematic order with the prokaryotes, eukaryotes, and viruses being followed by eucaryotic groups, the dinoflagellates and diatoms, archaic spores and pollen grains and their significance, protozoans like the radiolarians and Foraminifera, Cestacosta Ostracoda and Copepoda, Chitons and Cone-shells, and the Foraminifera. It is given about living examples, ecology, biology, sedimentology and geological applications (in e.g. dating), as well as directions for further reading with hints for collection and study. At the end there are sections on the chemical and physical treatment of specimens and an extensive bibliography.

The project is illustrated by using postage stamps from all over the world showing animals; a brilliant idea as the drawings are accurate and clearly drawn. The lucidly written text will stimulate consultation of other books.

R. C. Vernon

shadow puppets of Malaysia in the same series is rather more accessible. The delightful grotesquerie of its silhouetted illustrations complements a text which marries intriguing information with helpful background—the ingenuity of the puppeteers in using X-ray plates to set against the art.

With *The Householder* in hand one might begin to decipher the most intriguing glyphs of all, the faces of our people from another country.

by Victoria Neumark

The ethnic masks illustrate this beautifully. We would never know if we were not told, that this one is

The magical role of such objects

In the second part of the exhibition the organizers are bent on showing us our society's equivalents. Which of our artifacts serves precisely the same purpose as a Balinese leprosy mask or a Tanzanian sexual initiation mask? We left a little vague, but as the surgeon's mask "symbolizes modern medicine," we can't help but conclude (in dialogue) we need not be surprised to find that the "mask of language" is to be experienced by playing a telephone game, and the "mask of the telephone" is a telephone. The results of sociological research posted up on cardboard television sets. It is certainly interesting to know that "gypsies say you can tell a lot about people by looking at their hands and faces and ears and noses." It is illustrated by a nice red front door with a "Welcome" drawn in front of it, but when we are drawn further

Like the dog in the fable, is reaching for the juicy bone of illusory universality in its theme.



by Lorna Ridgway

books reads well and give satisfaction. They are absolutely essential for understanding the make-up of the grip, in which the basic movements are variously occupied in different purposes. Here the arrangement of the market place of the handbooks is well set out.



stage who are preparing to tackle an introductory book. Another point: does it heavily overload a genuine beginner's programme to condense every consonant into two strips, 20 different digraphs and clusters into one? ... that some children

rather crude visual material common nowhere near the standards of many English children's books. During the free 30-day preview teachers will be able to decide whether to overlook the defects for what children may gain from this contribution to their total reading programme.

by Mary Hoffman

steep. (My "boat" picture is
ing after only one handling
set by a careful 31-year-old
if money is easier to come by
time and ingenuity, these pic-
should offer a helpful pool of
cepts for early language de-
ment.

St Benedict was born 1,500 years ago. The monks who vowed obedience to his rule once ran Westminster Abbey, Canterbury Cathedral, and Durham Cathedral. Benedictine disciplines are also particularly renowned as authors and artists. The British Library is marking the anniversary of St Benedict's birth by mounting an exhibition of manuscript books, some unadorned, some elaborate works of art. These items date from the Middle Ages and include the Benedictinal of St Ethelwold and the Great Lambeth Bible. The exhibition is in the British Library's galleries in the British Museum building.



Century—the Roman process of dividing up land—has left a permanent mark on the countryside of the old Roman Empire. This other information about Roman life is contained in a book, *How the Romans Surveyed Their Land*, compiled by O. A. W. Dilke, Professor of Latin at Leeds University, students from the University School of Education, and the School Museum Resource "Box" at Wakefield. The book, called *How the Romans Surveyed Their Land*, contains instructions and diagrams for making a mysterious instrument called a groma and a measuring rod, both of which were used by Roman surveyors; sheets giving the historical background to this, and the survey by Romanesque and Saxon surveyors for translation from Latin to English.

The manual costs 55p (plus postage and packing) and is published by Leeds University Press. It is available from Professor D.

media

Mathematical patterns

Andrew Rothery on "Leapfrog"

ETV
Leapfrog
ATV
Tuesdays, 11.05-11.20
Fridays, 11.22-11.37

Leapfrog is a mathematics series for pupils in the seven to nine years old age range broadcast throughout the year. Each programme lasts about 15 minutes and contains half a dozen short items.

The series consists mainly of work on shape, but there is a strong component dealing with number patterns and number relationships. Traditional topics such as short division, money, measurement and time are noticeably absent.

Leapfrog aims to fill a gap by providing opportunities for work which develops spatial thinking, a feeling for pattern in space and number, the ability to investigate and an instinct for problem-solving. Those familiar with published Leapfrog material will recognize styles and attitudes to mathematics learning developed there.

Exact use is made of up-to-date visual presentation. There is animation, story-telling, dramatization, film, studio demonstration and so on. The visual impact can be exciting and stimulating, giving a dynamic perspective to mathematics. The presenters use an "I'm talking to the children" tone and funny voices, but most children used to British television broadcasts will have developed sufficient immunity to prevent any real harm being done.

The "linear approach" to programme production has been deliberately avoided. The programmes do not take a particular topic and develop it slowly, but are very divergent in character. Each of the half-hour or so items in the 15-minute programme is on a different topic.

The writers of the programmes say in the accompanying leaflet that the series is "a collection of starting points, which teacher and pupils might like to pursue further. A good idea, but it means that the

items are not very helpful to children unless they are developed by the teacher, so to get good value from the programmes.

For a great many of the items it is important that the programme is recorded in school so that the relevant item can be replayed. Ideally each programme is best viewed in bits rather than in one go. Since the items are separate many teachers will prefer to concentrate on one at a time. The programmes are crammed with good, imaginative ideas but the teacher needs to separate out activities so that pupils can imitate and develop them.

For instance, one item showed a home-made device for printing circles to make patterns. Another showed an animated number square building up a number pattern. Another item showed a cartoon with triangles moving to music and forming different geometrical shapes; and yet another showed the use of tiles in creating patterns in geometrical shapes. All of them provide an excellent start for the pupil to imitate and develop, but they would require viewing two or three times with occasional picture "freeze" for inspection and discussion. The video recorder is virtually essential for this.

There is strong emphasis on open-ended problems, enabling children to follow their own initiative. This is most obvious in shape activities where children are invited to explore their own patterns, but it happens in numbers, too. For instance, one item is developed from the "handshaking" problem: how many handshakes are possible between two people (answer: one), three people (answer: three), four people (answer: six) and so on.

Another item involves the puzzle of finding different ways of making nine out of just ones, for example: $9 = 1+1+1+1+1+1+1+1+1$, $9 = (1+1+1) \times (1+1+1)$, out of just ones, for example: $9 = 1+1+1+1+1+1+1+1+1$. Another asks the pupil to classify the patterns one can make with pegs on a peg board. Most of these are well within the capabilities of seven to nine-year-olds, given a certain

amount of teacher help. One or two, however, were a bit difficult. The teacher's notes provided are helpful in giving a large number of further investigations and practical activities to follow the items within each programme. The style of these notes is also divergent. It would have been more helpful if a certain amount of drawing together of items was done in the teachers' guide because the connection between items and the relation to mathematical topics is not made explicit in the programmes. For example, one item showed how a chessboard of 64 squares could be split up into six pieces of size 32, 16, 8, 4, 2 and 1 (ignoring 1 left over). These six pieces can be used to make up any number under 63, for example: $58 = 32 + 16 + 8 + 2$. This activity is based on the principle of binary numbers and though the teacher's book, mentioned in this article, does not suggest any of the related practical activities also based on binary numbers, but suggests that pupils investigate other ways of splitting up the 64. This is not a bad thing to suggest, but it reflects how the authors tend to avoid explicit contact with a conventional topic. It is left to teachers to make mathematical connections between items for themselves.

Although the items in a programme are on separate topics, there is some continuity between items in different programmes. The story of the line and the dot is presented as a serial across several programmes. The number sequence 1, 2, 4, 8, 16... is returned to in many guises: for example, via the number of twigs on a growing tree, or via the story of the king who keeps on doubling the number of grains of rice. Many geometrical relationships are returned to in different ways. This is a valuable ingredient in the series.

Leapfrog provides a superb collection of practical and open-ended ideas for teachers to develop. The series is a valuable ingredient in the school curriculum. Teachers of older pupils will find many of the topics perfectly suitable, too.

Simply children

by Nick Thomas

An Exceptional Child
Thames Television
Dates and times of transmission vary between regions.

An Exceptional Child interprets its own title widely: it is concerned with children in any kind of exceptional situation, and with what their parents can do to aid their development. The most usual sense of the phrase still predominates, however. Of the seven half-hour programmes, four concern children who can be described as brilliant—an intellectual prodigy, a musical prodigy, a chess champion and a judo champion. Two of the other children are "normal", but in unusual educational circumstances—one being taught at home, the other undergoing the Suzuki violin programme, while the remaining child is severely retarded.

Each child and its family have been followed for up to two years, which allows a better than superficial glimpse of their situation. Unfortunately, there is a yawning gulf between the actual film—skillful, revealing, often touching—and the lacustrine commentary. Even the high quality of the films somehow works against analysis of what is going on about its subjects: what comes across most strongly is their simple quality of being children, fascinating and attractive in the way that any sensitive film of children will be fascinating and attractive.

Even little Debra Sanderson—nine-year-old violinist—has a slow toddler, with no speech at all—very quickly becomes accepted by the viewer on her own terms: a sweet, affectionate child, and paradoxically bright as a button. Only when her mother talks of



Nigel Short, the chess prodigy, who was the subject of the first film in the series An Exceptional Child.

her worries about Debra's future "after we're gone" does the extent of the burden come through. The programme shows something of the controversial treatment meted out by Dr. Geoffrey Waisson, who de-stigmatizes speech, opposes reward motivation, and concentrates on the practice of coordination and concentration in an emotionally neutral atmosphere. (This is a controversial treatment, but it is a controversial film.) The results are at once huge and tiny: in two years Debra has gained maybe 15 notional months of development; meanwhile, the level of an average five-year-old.

In the programme about Laurie Summers, the child is charming but the Suzuki violin method comes off extremely badly. The idea, crudely, is that through learning to play the violin, small children's overall development will be stimulated. Certainly, the amount of concentrated attention required from mother and teacher is likely to stimulate any child; but whether all this time and energy is best spent on violin-playing

is another question. The unpleasant sounds produced by Laurie after two years of training argue rather strongly against it. This film is permeated by the strange middle-class notion that a normal child's development is a difficult and costly business demanding immense worry and effort. Laurie seems to have almost as much work expended on him as Debra.

One could go on; precisely because the programmes themselves do not. An Exceptional Child cries out for a much deeper and wider discussion of the material presented in the films. The commentary raises no issues, offers no perspectives (it doubts the companion book by Brian Jackson, Your Exceptional Child, published by Potters, offers more of a context). It would be immensely useful if a discussion programme to the series, whether or not they do, these films, primarily through the high quality of their attention to the children as human beings, would form a good basis for discussion in various educational contexts.

Economic facts of life?

by Martin Goldsmith

FILMS

Foundations of Wealth
Five 10-minute films made by Video Arts.
Available from September as follows: 16mm film on free loan from ESO Film Library, Golden Films Limited, Stewart House, 23 Francis Road, Windsor, Berkshire. VHS videotape on free loan from ICI Film Library, Beaconsfield Road, London NW10 2LE; Sony and other videotapes on sale from Unilever Educational Section, PO Box 68, Unilever House, London EC4P 4BO.

In the first such collaboration, ICI, Unilever and ESO have combined forces to produce Foundations of Wealth: a series of five 10-minute films presenting basic economic concepts to middle-year secondary school pupils. They are intended to be useful not only for economics classes, but also for general studies, sociology, and perhaps even English and history. They use a smooth, chatty animated cartoon format, along with a certain amount of documentary film (all in colour) to present some quite complex notions in an acceptable way.

The makers believe that they fill a significant gap in educational material; if successful, they seem likely to establish a new trend in inter-company collaboration to provide audio-visual aids outside the price range of the public sector, or of any single institution. The films cost roughly £2,000 a minute.

Perhaps, inevitably, they raise many more questions than they answer. This is particularly true because the approach is to focus on the fascinating but exceedingly difficult question of how the world works. The number sequence 1, 2, 4, 8, 16... is returned to in many guises: for example, via the number of twigs on a growing tree, or via the story of the king who keeps on doubling the number of grains of rice. Many geometrical relationships are returned to in different ways. This is a valuable ingredient in the series.

Leapfrog provides a superb collection of practical and open-ended ideas for teachers to develop. The series is a valuable ingredient in the school curriculum. Teachers of older pupils will find many of the topics perfectly suitable, too.

Briefings

Radio and tv
Open University

The Ghost Sonata. (Saturday, 11.00 BBC2)
Starring Joseph O'Connor as the character of the title, the final scenes of Strindberg's play are preceded by extracts from the first.

Cubic Splines. (Saturday, 11.00 BBC2)
A process to revolutionize road and rail design in Durham, Engineers use plans to help create computer models for roads.

On the Ball. (Saturday, 11.00 BBC2)
Does a sense of space have anything to do with mathematical education? A football coaching programme shows how estimation and development both football and mathematical skills.

CE and general interest
Talking about Music. (Sunday, 11.00 VHF4)

Anthony Hopkins aims to give better understanding of 10 musical performances through a study of the composer's thoughts. Music in Principle. (Sunday, 11.00 VHF4)

However different in style, music conforms to certain principles of design and technique. This examines in particular melody, rhythm and performance. The Sounds of Music. (Sunday, 11.00 VHF4)

Here different musical instruments, including the human voice, are compared and contrasted. The Deceptive Ear. (Sunday, 11.00 VHF4)

Four programmes presented by Christopher Hogwood explore different ways music is perceived and its emotional impact and the music in Shakespeare. (Sunday, 11.00 VHF4)

How important is music in the school? African Music. (Sunday, 11.00 VHF4)
The origin and development of African music and its influence on western music. (Sunday, 11.00 VHF4)

Critics, publishers, academics poets give their views on the continuing development of poetry.

Dreaded disease

Rabies: Sometime or Never? 15 minutes (also on cassette), colour, sound, 1980. Central Film Library.

So far Britain has remained one of the few places in the world free of rabies. Since the last European war the disease has been spreading inexorably across the continent. Only the English Channel and the sea control even casual contact with the disease.

In a bid to achieve a better understanding of the problem, the Central Film Library has produced a film, Rabies: Sometime or Never? which is a well-made, informative and well-structured film. It is a well-made, informative and well-structured film. It is a well-made, informative and well-structured film.

There are a number of reasons why the disease is so feared. It is a well-made, informative and well-structured film. It is a well-made, informative and well-structured film. It is a well-made, informative and well-structured film.

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Family reading groups

Stan Bunnell

Many teachers frequently and rightly assert that television has damaged reading for pleasure among children. This is not true. Children are still excited by books and by reading, if they can be induced to them. A school family reading group provides an excellent method of doing this.

The groups are often regarded as a primary school activity. In experiment here over the past few years shows that they have an equally, perhaps more, important part to play in a large secondary school.

Queen's is a comprehensive school with 1,300 boys and girls aged from 11 to 18, and draws its pupils from a wide area in competition with other schools. The school has always been a school where reading has been encouraged and worked at close cooperation between parents and the school. This provided the right atmosphere for the formation of a family reading group.

At the opening meeting 25 families were invited. Meetings have since been held monthly during the two terms, and less frequently during the summer.

Meetings are based upon extensive displays of books, all in their school's English department. Meetings are held in a room which has been specially equipped for the purpose. The group is a family reading group, and the members are parents and children.

The extension of the knowledge of children's books and the opportunity to discuss their reading has been a source of joy and interest to the regular participants. The enthusiasm of the group has shown that family reading can be successful in a large comprehensive school. It is a worthwhile and stimulating activity for those who take part.

Nevertheless, in spite of extensive advertising, it remains the preserve of a tiny group of parents. Whilst a "year" consultative evening is held monthly during the two terms, and less frequently during the summer.

How much of the lack of reading in children springs from parents' unwillingness to spend time and energy themselves? Any shared family activity is under pressure, of course, from the adolescent's growing independence in leisure

activities. It may be a comment on the "busyness" of parents or on the difficulty of genuine communication between parent and child during the earlier years of adolescence.

Perhaps the idea of speaking in public about books is frightening to some parents and children. The family reading group here hopes that many of the hesitations can be reassured by the showing of a film to be made of their activities.

Stan Bunnell is Head of Queen's School, Bushey, Herts.

The University Lottery

Davina Chaplin
with Wren

Our successful visit to South London Schools last year, we were invited to the University of London to let us know in schools in Birmingham area. Over the past years we have investigated the needs of students in the area, and the needs of the schools. We have been invited to let us know in schools in Birmingham area. Over the past years we have investigated the needs of students in the area, and the needs of the schools.

Most of the cities, however, seem rather more reticent, resembling in this respect the Oxford don, who, we were told, invited a teacher into his study, settled comfortably into his armchair, and awaited the student's arrival. What is the place of the lottery?

Even in newer universities, far too many don't rest on their laurels, and wait, no doubt by virtue of their ineducable belief in their matchless excellence, for the students to come to them. It is not of course, quite nice for academics to disport themselves in public places, and tell sixth-formers what university is like. Hence the reaction of the learned professor, who wrinkled the brow, as he invited his new student to

the lottery. The lottery is a well-made, informative and well-structured film. It is a well-made, informative and well-structured film. It is a well-made, informative and well-structured film.



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teachers in the principle of flexibility. Here the technological universities largely fall down, as do the traditional ones.

Both these categories of university education function admirably provided that the student is not too young to be able to make the transition to vocational and traditionally academic courses must be firmly convinced that the course is right for them (witness the number of students who drop out of their chosen university in the first term precisely because they find the atmosphere inflexible).

Now the question is: what proportion of potential university students is so sure that no possibility of change of emphasis is necessary? We consider that it is very small, and becoming even smaller.

It is a daunting proposition for sixth-formers to choose the university course most suited to their needs. They must probably do not yet know their own minds, and there is precious little chance that the university prospectuses will help them decide—some of them, as we have already noted, are models of incomprehensibility.

The process becomes something of a lottery. The prize may, unfortunately, turn out to be rather less valuable than our punters first thought. Our aspiring students are left the victims of an innocent gamble.

One of the advantages of the new (as opposed to the technological) universities is the latitude they give to the considerable number of students in the position we have described: those students who, not finding any of the courses put before them, are able to change their

university which allow them to change their mind about their degree after a "taste-before-you-buy" trial period.

Some applicants, however, never reach this happy state, because they were steered towards a particular street university in the first place. To be fair to those who steer them, the drivers of sixth-form career buses are themselves often unaware of the implications of certain choices—not disparaging, perhaps, since for many of them it is a part-time, on-evening, spare-time occupation.

This brings us back to the need for the exchange of information and ideas between schools and universities. The old concept of inviting university lecturers to deliver lectures on A-level topics really only applies to topical subjects; and is, in any case, only feasible on a local basis. The fields need to be opened much wider.

Whilst we are not suggesting that there should be travelling roadshows of itinerant dons peddling their wares, a more honest approach seems vital. The present vice-chancellors' gentlemen's agreement to refrain from advertising undergraduate courses as unsuitable what goes on in universities is often a closely guarded secret, accessible to students only after admission, and certainly not before UCAS forms have been completed.

Davina Chaplin is in the Department of Italian Studies, and with Wren in the Department of Business Studies, University of London.

talkback

What the eye cannot see

Ron Grant

While George Pavlidis is making interesting progress in identifying the cause of word blindness (VCS June 27), other recent research has identified the inability of some people with reading problems to maintain a single image of print.

They are unable to identify the printed word for what it is. They can therefore be said to be suffering from a form of word blindness. Theoretically, when a child who has normal sight in both eyes sees print, it is received by both eyes simultaneously. This convergence provides the appropriate area of the brain with a clear image of the words to be processed.

This involves finely controlled muscular movements of the eyes. Some children are unable to maintain the movement as a result of fatigue, stress, or imbalance of the muscles that control the floor movements of the eyes.

When convergence cannot be maintained, it can cause confusion or unconscious overlapping of visual information. This phenomenon was simulated in the research by the use of a pair of movable transparencies, to represent what children see when trying to read.

The sentence "The dog sits in his box" was used to make the transparencies. This sentence can be read by any child with the ability to blend three letter sounds. When the transparency is moved one letter sideways, the sentence becomes "The dog sits in his box".

This form of word blindness was found to be a significant problem with many poor readers. The confused images of print sometimes occurred consciously, often after reading only a few lines. Even with a few successful readers, it was reported after two or three pages.

Why has this specific problem not been identified? Why have not children reported this problem to their teachers? They may have done so many times, but teachers, as successful readers, have not appreciated what the child is telling them.

Ron Grant is advisory teacher for children with severe literacy difficulties, West Sussex County Psychological Service.

The child might have remarked "Words go funny when I try to read", or "looking at words is like seeing under water". He or she might demonstrate this problem by frequent changes of posture when reading.

Again many children may consider the blurring of print is natural, experienced by all people when trying to read. So they never report the difficulty. The problem is not always directly associated with poor sight. Most children who suffer from this difficulty have perfectly healthy eyes, and can perform adequately when viewing a standard eye chart at the normal distance.

As a result, many ophthalmic practitioners are unable to help in diagnosis. Many eye specialists, educators and psychologists have tended to confuse the physiological aspect of sight and the visual performance when processing print.

An interesting experiment was carried out by Grant to test whether eye fatigue was connected with reading ability. The Daniels and Black's sentence completion test was used with 25 children whose chronological ages were above 12, but whose reading ages were reported to be below nine. The administration of the test started at sentence number 39.

If the child could complete that sentence they were allowed to carry on. This meant that they were asked to read the most difficult sentences when their eye muscles were not suffering from fatigue. Many of these children demonstrated reading ability sometimes up to six years in advance of their recorded reading level.

Considerable help can be given to children suffering from this visual problem once it has been diagnosed. Remediation can take place in the classroom, but often referral to a sympathetic practitioner can forestall years of reading discomfort and failure. References:

- (1) Visual and Auditory anomalies in relation to reading difficulties. Bedford, Grant and McKern, Br J Educ Psychol, 50, 61-70, 1980.
- (2) Classroom diagnosis and remediation for reading difficulties related to binocular instability. Grant and Peters (to be published), 1979.

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university which allow them to change their mind about their degree after a "taste-before-you-buy" trial period.

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Brunei

Teaching Opportunities

Up to £8,200 p.a. tax free

The Department of Education in the Far Eastern Islamic Sultanate of Brunei requires a number of Education Officers to teach students to O and A level standard in the following subjects:

English Language	MT 701/TD
Biology	MT 721/TD
Chemistry	MT 731/TD
Physics	MT 726/TD
Mathematics	MT 728/TD
Geography	MT 733/TD
Economics	MT 735/TD

Candidates, aged between 25-50, must have an Honours Degree in the appropriate subject and hold a Post Graduate Certificate or Diploma in Education. At least 5 years' teaching experience is desirable.

The tax free salary includes a special allowance and attracts a 25% gratuity. Benefits include free passages, childrens holiday visit passages, education allowances, generous paid leave, subsidised housing, outfit allowance and interest free car loan.

Appointment is for 3 years and successful candidates will be required to take up their duties in January 1981.

For full details and application form telephone Anne Eames on 01-222 7730 ext. 3231 or write quoting appropriate reference number.

Crown Agents

The Crown Agents for Overseas Governments and Administrations, Recruitment Division, 4 Millbank, London SW1P 3JD.

YOUTH AND COMMUNITY SERVICE continued

BARING
London Borough of Barking and Dagenham
YOUTH AND COMMUNITY SERVICES
Applications for the post of YOUTH AND COMMUNITY SERVICES OFFICER should be sent to the Director of Education, Barking and Dagenham, 100, Victoria Road, Barking, Essex, IG11 7AA. Closing date 1st September 1980.

The salary range and conditions of service will be in accordance with the current Barking and Dagenham Council pay scale. A full range of benefits is available. The post is a full time position with a salary of £10,000 per annum.

Application forms and further details are available from the Chief Executive, Barking and Dagenham Council, 100, Victoria Road, Barking, Essex, IG11 7AA. Closing date 1st September 1980.

KNOWSLEY
Applications for the post of YOUTH AND COMMUNITY SERVICES OFFICER should be sent to the Director of Education, Knowsley Council, 100, Victoria Road, Knowsley, Merseyside, L34 3JF. Closing date 1st September 1980.

This post offers a challenge to applicants able to manage a purpose built centre in Knowsley and participate in a project which will develop new and creative ways of meeting the young unemployed throughout the Borough. Further details available from the Director of Education, Knowsley Council, 100, Victoria Road, Knowsley, Merseyside, L34 3JF. Closing date 1st September 1980.

MERTON
London Borough of Merton
DISTRICT YOUTH WORKER
Merton

A qualified and experienced person is required for the post of District Youth Worker. The successful candidate will be responsible for the supervision and development of the Youth Services in Merton. The post is a full time position with a salary of £10,000 per annum.

The post is based on Range 2, Merton Council, 100, Victoria Road, Merton, London SW19 9JL. Closing date 1st September 1980.

Details and application form, to be returned to the Director of Education, Merton Council, 100, Victoria Road, Merton, London SW19 9JL. Closing date 1st September 1980.

FEDERAL REPUBLIC OF GERMANY
The English Faculty has a vacancy for a teacher of English. The post is a full time position with a salary of £10,000 per annum.

The post is based on Range 2, Federal Republic of Germany, 100, Victoria Road, Merton, London SW19 9JL. Closing date 1st September 1980.

Details and application form, to be returned to the Director of Education, Merton Council, 100, Victoria Road, Merton, London SW19 9JL. Closing date 1st September 1980.

WEST GERMANY
International School
Applications for the post of YOUTH AND COMMUNITY SERVICES OFFICER should be sent to the Director of Education, West Germany, 100, Victoria Road, Merton, London SW19 9JL. Closing date 1st September 1980.

The post is based on Range 2, West Germany, 100, Victoria Road, Merton, London SW19 9JL. Closing date 1st September 1980.

Details and application form, to be returned to the Director of Education, Merton Council, 100, Victoria Road, Merton, London SW19 9JL. Closing date 1st September 1980.

INDONESIA
The English Faculty has a vacancy for a teacher of English. The post is a full time position with a salary of £10,000 per annum.

The post is based on Range 2, Indonesia, 100, Victoria Road, Merton, London SW19 9JL. Closing date 1st September 1980.

Details and application form, to be returned to the Director of Education, Merton Council, 100, Victoria Road, Merton, London SW19 9JL. Closing date 1st September 1980.

KENYA
Independent School
Applications for the post of YOUTH AND COMMUNITY SERVICES OFFICER should be sent to the Director of Education, Kenya, 100, Victoria Road, Merton, London SW19 9JL. Closing date 1st September 1980.

The post is based on Range 2, Kenya, 100, Victoria Road, Merton, London SW19 9JL. Closing date 1st September 1980.

Details and application form, to be returned to the Director of Education, Merton Council, 100, Victoria Road, Merton, London SW19 9JL. Closing date 1st September 1980.

OMAN
The English Faculty has a vacancy for a teacher of English. The post is a full time position with a salary of £10,000 per annum.

The post is based on Range 2, Oman, 100, Victoria Road, Merton, London SW19 9JL. Closing date 1st September 1980.

Details and application form, to be returned to the Director of Education, Merton Council, 100, Victoria Road, Merton, London SW19 9JL. Closing date 1st September 1980.

WAKEFIELD (City of)
Education Department
Applications for the post of YOUTH AND COMMUNITY SERVICES OFFICER should be sent to the Director of Education, Wakefield, 100, Victoria Road, Wakefield, West Yorkshire, WF1 1AA. Closing date 1st September 1980.

The post is based on Range 2, Wakefield, 100, Victoria Road, Wakefield, West Yorkshire, WF1 1AA. Closing date 1st September 1980.

Details and application form, to be returned to the Director of Education, Wakefield Council, 100, Victoria Road, Wakefield, West Yorkshire, WF1 1AA. Closing date 1st September 1980.

WEST SUSSEX
North Eastern Education
Applications for the post of YOUTH AND COMMUNITY SERVICES OFFICER should be sent to the Director of Education, West Sussex, 100, Victoria Road, West Sussex, BN1 1AA. Closing date 1st September 1980.

The post is based on Range 2, West Sussex, 100, Victoria Road, West Sussex, BN1 1AA. Closing date 1st September 1980.

Details and application form, to be returned to the Director of Education, West Sussex Council, 100, Victoria Road, West Sussex, BN1 1AA. Closing date 1st September 1980.

FINLAND
The English Faculty has a vacancy for a teacher of English. The post is a full time position with a salary of £10,000 per annum.

The post is based on Range 2, Finland, 100, Victoria Road, Merton, London SW19 9JL. Closing date 1st September 1980.

Details and application form, to be returned to the Director of Education, Merton Council, 100, Victoria Road, Merton, London SW19 9JL. Closing date 1st September 1980.

SWEDEN
The English Faculty has a vacancy for a teacher of English. The post is a full time position with a salary of £10,000 per annum.

The post is based on Range 2, Sweden, 100, Victoria Road, Merton, London SW19 9JL. Closing date 1st September 1980.

Details and application form, to be returned to the Director of Education, Merton Council, 100, Victoria Road, Merton, London SW19 9JL. Closing date 1st September 1980.

ITALY
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The post is based on Range 2, Italy, 100, Victoria Road, Merton, London SW19 9JL. Closing date 1st September 1980.

Details and application form, to be returned to the Director of Education, Merton Council, 100, Victoria Road, Merton, London SW19 9JL. Closing date 1st September 1980.

NETHERLANDS
The English Faculty has a vacancy for a teacher of English. The post is a full time position with a salary of £10,000 per annum.

The post is based on Range 2, Netherlands, 100, Victoria Road, Merton, London SW19 9JL. Closing date 1st September 1980.

Details and application form, to be returned to the Director of Education, Merton Council, 100, Victoria Road, Merton, London SW19 9JL. Closing date 1st September 1980.

SPAIN
The English Faculty has a vacancy for a teacher of English. The post is a full time position with a salary of £10,000 per annum.

The post is based on Range 2, Spain, 100, Victoria Road, Merton, London SW19 9JL. Closing date 1st September 1980.

Details and application form, to be returned to the Director of Education, Merton Council, 100, Victoria Road, Merton, London SW19 9JL. Closing date 1st September 1980.

PORTUGAL
The English Faculty has a vacancy for a teacher of English. The post is a full time position with a salary of £10,000 per annum.

The post is based on Range 2, Portugal, 100, Victoria Road, Merton, London SW19 9JL. Closing date 1st September 1980.

Details and application form, to be returned to the Director of Education, Merton Council, 100, Victoria Road, Merton, London SW19 9JL. Closing date 1st September 1980.

FRANCE
The English Faculty has a vacancy for a teacher of English. The post is a full time position with a salary of £10,000 per annum.

The post is based on Range 2, France, 100, Victoria Road, Merton, London SW19 9JL. Closing date 1st September 1980.

Details and application form, to be returned to the Director of Education, Merton Council, 100, Victoria Road, Merton, London SW19 9JL. Closing date 1st September 1980.

PAPUA NEW GUINEA
The English Faculty has a vacancy for a teacher of English. The post is a full time position with a salary of £10,000 per annum.

The post is based on Range 2, Papua New Guinea, 100, Victoria Road, Merton, London SW19 9JL. Closing date 1st September 1980.

Details and application form, to be returned to the Director of Education, Merton Council, 100, Victoria Road, Merton, London SW19 9JL. Closing date 1st September 1980.

KUWAIT
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The post is based on Range 2, Kuwait, 100, Victoria Road, Merton, London SW19 9JL. Closing date 1st September 1980.

Details and application form, to be returned to the Director of Education, Merton Council, 100, Victoria Road, Merton, London SW19 9JL. Closing date 1st September 1980.

QATAR
The English Faculty has a vacancy for a teacher of English. The post is a full time position with a salary of £10,000 per annum.

The post is based on Range 2, Qatar, 100, Victoria Road, Merton, London SW19 9JL. Closing date 1st September 1980.

Details and application form, to be returned to the Director of Education, Merton Council, 100, Victoria Road, Merton, London SW19 9JL. Closing date 1st September 1980.

SAUDI ARABIA
The English Faculty has a vacancy for a teacher of English. The post is a full time position with a salary of £10,000 per annum.

The post is based on Range 2, Saudi Arabia, 100, Victoria Road, Merton, London SW19 9JL. Closing date 1st September 1980.

Details and application form, to be returned to the Director of Education, Merton Council, 100, Victoria Road, Merton, London SW19 9JL. Closing date 1st September 1980.

YEMEN
The English Faculty has a vacancy for a teacher of English. The post is a full time position with a salary of £10,000 per annum.

The post is based on Range 2, Yemen, 100, Victoria Road, Merton, London SW19 9JL. Closing date 1st September 1980.

Details and application form, to be returned to the Director of Education, Merton Council, 100, Victoria Road, Merton, London SW19 9JL. Closing date 1st September 1980.

OMAN
The English Faculty has a vacancy for a teacher of English. The post is a full time position with a salary of £10,000 per annum.

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GENOA
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GRAND CANARY
The English Faculty has a vacancy for a teacher of English. The post is a full time position with a salary of £10,000 per annum.

The post is based on Range 2, Grand Canary, 100, Victoria Road, Merton, London SW19 9JL. Closing date 1st September 1980.

Details and application form, to be returned to the Director of Education, Merton Council, 100, Victoria Road, Merton, London SW19 9JL. Closing date 1st September 1980.

NORTH ITALY
The English Faculty has a vacancy for a teacher of English. The post is a full time position with a salary of £10,000 per annum.

The post is based on Range 2, North Italy, 100, Victoria Road, Merton, London SW19 9JL. Closing date 1st September 1980.

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FOR BIL
The English Faculty has a vacancy for a teacher of English. The post is a full time position with a salary of £10,000 per annum.

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Details and application form, to be returned to the Director of Education, Merton Council, 100, Victoria Road, Merton, London SW19 9JL. Closing date 1st September 1980.

SPAIN
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The post is based on Range 2, Spain, 100, Victoria Road, Merton, London SW19 9JL. Closing date 1st September 1980.

Details and application form, to be returned to the Director of Education, Merton Council, 100, Victoria Road, Merton, London SW19 9JL. Closing date 1st September 1980.

NETHERLANDS
The English Faculty has a vacancy for a teacher of English. The post is a full time position with a salary of £10,000 per annum.

The post is based on Range 2, Netherlands, 100, Victoria Road, Merton, London SW19 9JL. Closing date 1st September 1980.

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PORTUGAL
The English Faculty has a vacancy for a teacher of English. The post is a full time position with a salary of £10,000 per annum.

The post is based on Range 2, Portugal, 100, Victoria Road, Merton, London SW19 9JL. Closing date 1st September 1980.

Details and application form, to be returned to the Director of Education, Merton Council, 100, Victoria Road, Merton, London SW19 9JL. Closing date 1st September 1980.

FRANCE
The English Faculty has a vacancy for a teacher of English. The post is a full time position with a salary of £10,000 per annum.

The post is based on Range 2, France, 100, Victoria Road, Merton, London SW19 9JL. Closing date 1st September 1980.

Details and application form, to be returned to the Director of Education, Merton Council, 100, Victoria Road, Merton, London SW19 9JL. Closing date 1st September 1980.

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A multi-racial English-medium school, teaching up to Advanced Level GCE.
HEADMASTER
Prime objective: to develop international understanding through a multi-national community of students and staff.
Minimum qualifications: University Degree plus 5 years' experience as a Headmaster at a High School.
Salary and fringe benefits: salary negotiable in the range of M13,000.00 per annum, plus fringe benefits. 30 D 5

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SOUTH-WESTERN EXAMINATIONS BOARD
for the Certificate of Secondary Education
Applications are invited for the following post:—
Senior Clerk (Administration)
Applicants should have good administrative experience preferably in the offices of a local authority, an examination board or a further education establishment.
Salary in accordance with N.J.C. scale £4,713-£5,973 (salary award pending) per annum. The commencing salary will depend on qualifications and experience.
Application forms and further particulars may be obtained by sending a self-addressed envelope marked 'Senior Clerk' to the undersigned, to whom completed applications should be returned by 13th August, 1980.
South Western Examinations Board
23-29 Marsh Street
Bristol BS1 4BP
J. A. EDMUNDSON
Secretary to the Board

